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Beck Academy 23010.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

Our School

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Below Average	N/A
2002	Average	Unsatisfactory	N/A
2003 2004	Average	Unsatisfactory	No

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS

Mathematics English/Language Arts Mathematics English/Language Arts

Middle Schools with Students like Ours

Definition of Critical Terms

Advanced

Very high score; very well prepared to work at next grade level; exceeded expectations

Proficient

Well prepared to work at next grade level; met expectations

Basic

Met standards; minimally prepared, can go to next grade level

Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	40	173	29
Percent satisfied with learning environment	45.9%	51.7%	58.6%
Percent satisfied with social and physical environment	46.2%	42.7%	51.7%
Percent satisfied with home-school relations	50.0%	73.3%	42.9%

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PACT PERFORMANCE BY GROUP	
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PACT PERFORMANCE BY GROUP Linding in the lind is a line between the line									
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		en Testing	lested old to	"Basi	Basic of	Proficient of	wance	dent and stranged	
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	/ • •		0/0	alieb/Le	nguage A	/	olo	/ છે	
All students	697	97.7	37.4	38.5	20.8	3.2	24.0	17.6	
Gender	091	31.1	37.4	30.3	20.0	5.2	24.0	17.0	
Male	346	96.8	39.1	39.5	19.0	2.4	21.4	17.6	
Female	351	98.6	34.3	38.4	23.2	4.1	27.3	17.6	
Racial/Ethnic Group	001								
White	245	98.0	13.4	38.1	40.7	7.8	48.5	17.6	
African-American	424	97.4	51.7	39.4	8.3	0.6	8.9	17.6	
Asian/Pacific Islander	9	100.0	N/A	N/A	N/A	N/A	N/A	17.6	
Hispanic	15	100.0	53.3	40.0	6.7	N/A	6.7	17.6	
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6	
Disability Status									
Not disabled	541	98.7	31.3	40.5	24.4	3.8	28.2	17.6	
Disabled	156	94.2	63.8	30.2	5.2	0.9	6.0	17.6	
ligrant Status									
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6	
Non-migrant	697	97.7	36.6	39.0	21.1	3.3	24.4	17.6	
inglish Proficiency									
imited English proficient	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6	
Ion-limited English proficient	695	97.7	36.8	38.5	21.4	3.3	24.7	17.6	
ocio-Economic Status									
ubsidized meals	359	96.7	53.8	37.6	7.2	1.4	8.6	17.6	
ull-pay meals	338	98.8	21.0	40.1	33.9	5.0	38.9	17.6	
				V-1					
Il students	697	98.9	37.7	Maune 37.0	matics 16.3	9.0	25.3	15.5	
Gender	697	90.9	31.1	37.0	10.3	9.0	20.5	15.5	
Male	346	98.6	37.2	34.6	17.8	10.4	28.2	15.5	
emale	351	99.1	36.8	39.7	15.6	7.9	23.5	15.5	
Racial/Ethnic Group	331	33.1	30.0	39.1	13.0	1.5	23.3	13.3	
Vhite	245	100.0	14.6	36.5	27.9	21.0	48.9	15.5	
African-American	424	98.1	52.6	37.2	9.4	0.9	10.2	15.5	
Asian/Pacific Islander	9	100.0	N/A	N/A	N/A	N/A	N/A	15.5	
lispanic	15	100.0	40.0	40.0	20.0	N/A	20.0	15.5	
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5	
isability Status	13//	0.0	1,7,1	1,7,7	.,,,	- 1,7,1	1,7,7		
lot disabled	541	99.6	29.9	39.8	19.9	10.4	30.3	15.5	
isabled	156	96.2	71.6	25.0	0.9	2.6	3.4	15.5	
ligrant Status									
ligrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5	
lon-migrant	697	98.9	37.1	37.1	16.6	9.1	25.7	15.5	
inglish Proficiency									
imited English proficient	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5	
Non-limited English proficient	695	98.8	37.4	36.7	16.6	9.2	25.9	15.5	
Socio-Economic Status									
Subsidized meals	359	98.3	54.8	34.2	8.2	2.7	11.0	15.5	
full-pay meals	338	99.4	20.9	39.9	24.3	15.0	39.3	15.5	

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PACT PERFORMANCE BY GRADE LEVEL

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		Enrolle	ert 18t ind	/ , ,	alow Basic	/_ /	Proficient olo	Advanced Advanced
		JIK .	Self (Berry)	lested on Be	ONP	Basic ol	orofic.	Advanced Advanced
		Enfor	8HO 0/0	, olo Be	8, 0/0	0/0	0/0	Advanced Advanced
		,		English	n/Langua	ge Arts		
	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2002	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2	Grade 6	214	N/A	37.4	36.5	18.0	8.1	26.1
	Grade 7	220	N/A	33.8	44.6	17.4	4.2	21.6
	Grade 8	248	N/A	36.3	38.8	21.5	3.4	24.9
	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 6	247	97.6	37.8	35.6	23.0	3.6	26.6
	Grade 7	227	97.8	36.2	45.2	17.1	1.5	18.6
	Grade 8	223	97.8	38.2	35.2	22.1	4.5	26.6

	Mathematics											
	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A				
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A				
2002	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A				
20	Grade 6	214	N/A	39.0	35.2	15.7	10.0	25.7				
	Grade 7	220	N/A	42.3	29.6	13.6	14.6	28.2				
•	Grade 8	248	N/A	45.6	39.2	10.5	4.6	15.2				
	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A				
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A				
2003	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A				
20	Grade 6	247	98.0	33.6	33.2	20.2	13.0	33.2				
	Grade 7	227	99.6	39.3	39.3	12.9	8.5	21.4				
	Grade 8	223	99.1	40.5	39.0	15.5	5.0	20.5				

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SCHOOL PROFILE

o	ur School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 728)				
Students enrolled in high school credit courses (grades 7 & 8)	25.2%	Down from 29.4%	14.7%	14.4%
Retention rate	2.3%	Down from 3.9%	2.4%	2.3%
Attendance rate Eligible for gifted and talented	95.9%	Up from 95.3%	95.2%	95.2%
	18.0%	Up from 16.5%	15.6%	13.6%
On academic plans On academic probation	N/A	N/A	N/A	N/A
	N/A	N/A	N/A	N/A
With disabilities other than speech Older than usual for grade	22.9%	Up from 22.0%	14.5%	14.1%
	4.1%	Down from 4.3%	5.1%	4.9%
Suspended or expelled	5.9%	Up from 1.6%	1.4%	1.3%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 47)				
Teachers with advanced degrees Continuing contract teachers	38.3%	Down from 45.7%	46.7%	47.1%
	72.3%	Down from 80.4%	84.4%	82.5%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	75.6%	Down from 76.3%	85.8%	84.3%
Teacher attendance rate Average teacher salary	98.4%	Up from 97.6%	95.0%	95.0%
	\$37,096	Down 1.9%	\$39,845	\$39,924
Prof. development days/teacher	7.5 days	Down from 7.8 days	11.0 days	10.7 days
School				
Principal's years at school	0.5	Down from 1.0	3.0	3.0
Student-teacher ratio	21.5 to 1	Up from 11.8 to 1	21.5 to 1	21.0 to 1
Prime instructional time	93.8%	Up from 92.1%	88.9%	88.9%
Dollars spent per pupil*	\$5,480	Down 0.4%	\$5,721	\$5,854
Percent spent on teacher salaries* Opportunities in the arts	64.1%	Up from 62.0%	61.4%	62.0%
	Good	Up from Fair	Good	Good
Parents attending conferences SACS accreditation	54.1%	Down from 96.1%	94.5%	94.8%
	yes	N/A	yes	yes

^{*} Prior year audited financial data are reported.

	Our District	State	
Highly qualified teachers in low poverty schools	N/A	N/A	
Highly qualified teachers in high poverty schools	N/A	N/A	

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1	N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample	

Beck Academy 2301029

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Beck Academy is an inner-city school located in Greenville, South Carolina. The school was built in 1963 and has served as a high school, junior high school and a middle school. In 1995 Beck Middle School was selected to become a magnet school and became Beck Academy of Languages. Beck Academy then became the first public school in South Carolina to be selected as an International Baccalaureate Middle Years Program during the 2000-2001 school year.

Beck Academy's instructional program addresses the learning needs of a diverse group of students. All students are provided opportunities to advance their skills through regular classroom instruction, targeted small-group instruction in math and reading, high school courses in Spanish, French, Algebra I, Geometry and English I Honors. The After-School Program offers reading and math instruction, homework assistance, conflict resolution, technology classes and a variety of enrichment activities. Saturday Academic Tutorial was started in March in conjunction with faculty, parents and community leaders to provide extra instruction in all subjects. Closing the achievement gap of Beck's students is the focus of Saturday Academic Tutorial.

All faculty and staff members met with the new principal to reaffirm their commitment to ensure success of the students and programs at Beck Academy. Faculty Council was established by the administration and included a member from each grade level team, related arts, guidance and special education. The faculty and administration believe that Beck Academy will reach its fullest potential as an outstanding International Baccalaureate Middle Years Program through the commitment and partnership of the faculty, parents, students, and community working together.

The emphasis next year will be to promote high expectations for students, parents, and staff with a focus on a positive school climate, pro-active discipline and quality instruction. A uniform dress code, a 5-step school wide discipline plan, and learning-focused lessons will be implemented. Participation in the National Network of Partnership Schools and the establishment of an Action Team for Partnerships to learn research-based approaches for partnerships that link family involvement to student achievement is also a top priority of the faculty, staff, PTSA, community leaders and principal, J. Brodie Bricker, Ph.D.

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.